Inspiring self-sustaining community in other cultures

1. Show Green School video: <http://www.ted.com/talks/lang/en/john_hardy_my_green_school_dream.html>
2. Discuss the self-sustainable community shown in the video
3. Ask students if they know what biofuels, renewable bioenergy, biomass feedstock and self-sustaining communities are.

How is Canada striving towards a self-sustaining community?

1. Divide students into 9 groups
2. Assign each group a number from 1-9
3. Each number corresponds to an ABIP network (Appendix D).
4. Students have to research their network and organize their information in the form of a concept map to present to the class.

Becoming critical

1. For each network think about how it is valuable and if the amount of money being spent on it is valid
2. Do you support the research?
3. In their groups ask students to decide which network they found most important and valuable.
4. One rep from each group voices their preference with regards to how the particular network will be most beneficial in reaching a self-sustaining society in Canada

**Rationale for choice of T/L Strategy:**

* Introduces the topic of sustainable communities in different cultures
* Students get to discuss amongst peers
* Teacher can gauge prior knowledge

**Rationale for choice of T/L Strategies:**

* Makes the connection between sustainable communities in other cultures and in Canada
* Students will become aware of government-funded research projects in Canada
* Students get the opportunity to engage in their own research
* Concept mapping refines organizational skills and make it easier for students to understand each network

**Rationale for choice of T/L Strategy:**

* This will require students to think critically about current research
* Students will get a chance to debate amongst peers about what is more important for Canadian agriculture practices
* Gives students an opportunity for

**Unit and Title of Lesson: Self-sustaining Communities**

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**Curriculum Connections**

* **Big Ideas:** F1. evaluate the importance of sustainable use of

plants to Canadian society and other cultures;

* **Ministry Expectations: F1.1, F1.2**
* **Prior Knowledge:** plant growth, biotechnology,

|  |  |
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| **List Materials**   * Lab Equipment   √ Technology needs   * Audio visual | **Include in Appendix**  √Instructions for students   * Scaffolding support   √Handouts |

**Time:**

**Before: Minds On**

**Time: 45 minutes**

**During: Action**

**Time: 15 minutes**

**After: Consolidation & Connection**

**Time:**

**Rationale for Choice of T/L Strategy:**

* Gives students the chance for individual research outside of class
* Giving options differentiates project
* Students will learn aspects of ecological design in depth

**Next Steps**

**Assessment Strategies: Debate allows for formative assessment. See how much students have learned about the networks.**

What are the components of a self-sustaining community?

1. Pick an aspect of ecological design (permaculture, ecological building, green production, alternative energy, etc.) find an article on that topic.
2. Create infomercial/ advertisement in the form of pamphlet, brochure, poster, video, audio
3. Students will make a video (5mins) of their infomercial advertisement put it on Youtube and send me the link
4. I will embed all videos on Prezi and show it the class